

PROFESSIONAL DEVELOPMENT LEADERSHIP AND MENTOR PROGRAM (PDLM)
Covington Independent Public Schools
Two Rivers Middle School

ACTION PLAN for READING
January, 2004

<p>Priority Need</p> <ul style="list-style-type: none"> According to the Spring 2003 Kentucky Performance Report, the seventh grade reading index was 61.68, compared to the state average of 82.71. According to the Spring 2003 Kentucky Performance Report, 67% of seventh grade students scored below proficiency in reading, with 28% of seventh grade students scoring novice. On 2003 CTBS reading, 6th grade students scored as follows: analyzing text (66%); basic understanding (65%); evaluating meaning (56%); identifying reading strategies (53%). According to the STAR reading test, 77% of sixth and 79% of seventh grade students were reading below grade level as of January 12, 2004. Of 120 sixth grade students screened for placement in Direct Instruction reading, 83% were reading below grade level and were placed in Direct Instruction's Decoding Reading program. Of 300 seventh grade students screened for placement in Direct Instruction reading, 88% were reading below grade level. Of 7th graders scoring novice on the CATS reading assessment, the following subgroups had a higher percentage of students scoring novice: 39% males vs. 15% females; 34% African-Americans vs. 27% white; 59% special education vs. 22% no disability 	<p>Goal</p> <p>A. By May, 2004, students will demonstrate improved reading skills, as indicated by no more than 20% of seventh graders scoring novice on the KCCT and the achievement of an overall reading index of 71 for TRMS on KCCT and a 10% improvement in the mean reading score on CTBS.</p> <p>B. By May, 2004, 50% of TRMS sixth and seventh graders will score at or above grade level on the STAR reading test.</p> <p>C. By May, 2004, 75% of sixth and seventh grade students who received Direct Instruction reading will be reading at or above grade level, as evidenced in the Direct Instruction end-of-program mastery test.</p>
<p>Causes and Contributing Factors</p> <ul style="list-style-type: none"> Based on a review of student work in reading, there is evidence that students have difficulty applying specific reading skills to authentic reading situations. 	<p>Objectives with Measures of Success</p> <p>A1. Throughout the 2003-2004 school year students will be encouraged to read and will learn and apply various reading strategies in all classes, as measured by walkthrough observations, lesson plans, and student work.</p> <p>A2. By May, 2004, sixth and seventh grade student will have participated in</p>

<ul style="list-style-type: none"> Based on perceptive data from teachers, students have inadequate foundation in reading skills and vocabulary knowledge and comprehension. According to the KCCT disaggregation data, seventh graders scored at least .4 below the state mean in open response in all four reading subdomains (literary, informational, persuasive, practical/workplace) and at least .1 below the state mean in multiple choice questions on the same subdomains. Literary and persuasive subdomains received the lowest scores in open response, and persuasive and practical/workplace received the lowest scores in multiple choice. The Spring, 2003 KCCT Reading Questionnaire illustrated several areas of concern. When asked how often they use a chart or web with reading passages, 67% responded, "sometimes but not every week" or "never." When asked how often they read newspapers or magazines, 51% said "sometimes but not every week" or "never." When asked how often they spent time thinking or talking before reading, 63% said "sometimes but not every week" or "never." Based on perceptive data from language arts teachers, students need: More reading practice across the curriculum More writing in response to reading across the curriculum Greater focus on learning and applying various reading strategies Improved reading vocabulary skills 	<p>no fewer than three CATS-like reading scrimmage tests, as evidenced by student work and instructional schedule.</p> <p>A3. Beginning in September, students will learn and apply strategies for the open response reading test and will receive additional instruction based on needs, as evidenced by analysis of student work, classroom observations, and lesson plans.</p> <p>B1. By May, 2004, 70% of students will score at or above grade level on STAR reading test.</p> <p>C1. Beginning in September, 2003, identified sixth grade students will receive Direct Instruction reading, and beginning in January, 2004, identified seventh grade students will receive Direct Instruction reading, as evidenced by class lists and daily instructional schedules.</p>
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ACTIVITIES AND STRATEGIES FOR READING

Activity or Strategy	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A1a. Teachers will sponsor Book Clubs during DEAR time. Impact: Students will be inspired to read more, as measured by Accelerated Reader student records.	Meeting Log	Media Specialist	8/2003	5/2004	N/A	N/A
A1b. Teachers will facilitate the Accelerated Reader program throughout the school year based on a classroom point system with rewards. Impact: Students will read more, as measured by Accelerated Reader student records.	Printout of Students' Accelerated Reader Logs	Media Specialist	8/2003	5/2004	N/A	N/A

Activity or Strategy	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
<p>A1c. Teachers will participate in six hours of professional development on Accelerated Reader.</p> <p>Impact: Teachers will maximize student use of Accelerated Reader, as measured by Accelerated Reader student records.</p>	<p>PD Agenda</p> <p>Sign-in Sheets</p>	Reading Mentor	6/01/03	8/25/03	N/A	N/A
<p>A1d. Teachers will participate in six hours of professional development on Reading Strategies Across the Curriculum, focusing on the book, <i>Teaching Reading in the Content Areas: If Not Me, Then Who?</i> Teachers will receive a copy of the book, as well as all supplemental materials.</p> <p>Impact: Teachers will implement effective reading strategies in the classroom, as measured by lesson plans and student work.</p>	<p>PD Agenda</p>	Reading Mentor	6/01/03	8/25/03	\$2,000	PD Title I
<p>A1e. Teachers will provide focused instruction in reading during ESS from 3:00 – 4:00.</p> <p>Impact: Teachers will identify and target the needs of struggling readers and provide interventions during ESS and assist in closing achievement gaps between specific subgroups</p>	ESS Sign-In Sheet	ESS Coordinator	8/2003	5/2004	\$12,000	ESS FUNDS
<p>A1f. Reading Mentor will provide on-going professional development in best practices, with a continuing focus on <i>Teaching Reading in the Content Areas</i>, for teachers in sixth and seventh grades: January 26; February 9; February 23; March 8; March 22; April 19. Reading Mentor will follow-up with two classroom observations per teacher (10 participants @ \$33.75 per session times six sessions) with analysis of student work occurring at each session.</p> <p>Impact: Teachers will teach specific reading strategies as they relate to their content material, as measured by student work.</p>	<p>Sign-in Sheets</p> <p>Agenda</p> <p>Observation Notes</p> <p>Student Work</p>	Reading Mentor	1/2004	5/2004	\$2,025	Grant Funds
<p>A1g. Teachers will use content-specific and age-appropriate magazines (such as Scope and Science World) to teach reading in their content areas.</p> <p>Impact: Teachers will provide a variety of reading materials that will engage readers, especially subgroups of students.</p>	<p>Purchase Orders</p> <p>Classroom Observation</p>	<p>Principal</p> <p>Media specialist</p> <p>Reading Mentor</p>	8/2003	5/2004	\$1,000	Instructional Allocations
<p>A2a. Teachers will administer at least three reading scrimmage tests and engage in team analysis of student performance.</p> <p>Impact: Teachers will determine student progress and modify instruction to meet the needs of the students, as measured by scrimmage test results and analysis over time.</p>	<p>Analysis reports</p> <p>Comparison charts of student scores</p>	<p>Principal</p> <p>District Reading Resource Teacher</p>	10/2003	4/2004	N/A	N/A
<p>A3a. Teachers will post Open Response “Power Verbs” in their classrooms and will deliver on-going instruction in the use of these words, as well as appropriate graphic organizers, to teach students how to answer reading open response questions.</p> <p>Impact: Teachers will intentionally target the specific skills that students need to answer open response questions.</p>	Classroom Observations	Reading Mentor	8/2003	5/2004	N/A	N/A

Activity or Strategy	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
<p>B1a. Teachers will facilitate the administration of the STAR test for all students in September and again in May to determine growth, as measured by pre- and post-test results.</p> <p>Impact: September STAR results will assist teachers in differentiating instruction and meeting the needs of individual students through an awareness of the reading level of each student.</p>	STAR student record sheets	Classroom Teachers Media Specialist	8/2003	5/2004	N/A	N/A
<p>C1a. A teacher will provide Direct Instruction reading for the most struggling sixth graders during language arts time.</p> <p>Impact: A teacher will provide specific interventions for students who are identified as struggling readers.</p>	Daily Schedule Student Data Sheets	Principal Resource Teacher District D.I. Coaches and Trainers	8/2003	5/2004	\$4,000	Title I
<p>C1b. Teachers will participate in three hours of professional development in Direct Instruction reading.</p> <p>Impact: Teachers will utilize Direct Instruction in the most effective way to meet the needs of struggling readers.</p>	Sign-In Sheet Agenda	District D.I. Trainers	8/2003	5/2004	N/A	PD
<p>C1c. Teachers will provide Direct Instruction reading in small groups for seventh grade students reading at or below 7.0 grade level on STAR test.</p> <p>Impact: Teachers will provide specific interventions for students who are identified as struggling readers.</p>	Placement Test Records Student Data Sheets	Reading Leader Resource Teacher District D.I. Coaches	1/2004	5/2004	\$10,000	Title I